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ABSTRACT

This document is a practical self-evaluation guide for secondary school counselors to use in identifying and measuring broad professional principles of good practice, management, and conduct. This manual may be used for training staff members, conducting inservice workshops, and developing certification guidelines. It is also a convenient tool for accrediting teams to use when evaluating guidance/counseling departments. These topics are covered: (1) the philosophy, objectives, and policies of the guidance/counseling department; (2) the role and function of the guidance/counseling department in the school; (3) the role and function of the school counselor, including general role and function, personal counseling, career guidance and counseling, college and financial aid guidance and counseling, ancillary services, testing, working in a consulting capacity, referrals, accountability, and identifying trends and issues; (4) specialized populations in counseling; (5) professionalism and the school counselor; and (6) professionalism and the field. A bibliography/resource list is included. (ABL)

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PROFESSIONAL DEVELOPMENT GUIDELINES for SECONDARY SCHOOL COUNSELORS

A Self-Audit

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PROFESSIONAL DEVELOPMENT GUIDELINES

FOR

SECONDARY SCHOOL COUNSELORS: A SELF-AUDIT

A practical self-evaluation guide for secondary school counselors to use in identifying and measuring broad professional principles of good practice, management, and conduct.

This manual may be used for training staff members, conducting inservice workshops, and developing certification guidelines. It is also a convenient tool for accrediting teams to use when evaluating guidance/counseling departments.

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FOREWORD

In the fall of 1985, representatives of the National Association of College Admission Counselors (NACAC) and the American School Counselor Association (ASCA) agreed to cosponsor a revision of the Professional Audit for Secondary School Counselors. A national writing team, charged with the responsibility of revising the 1978 Professional Audit, was appointed by each sponsoring association: Joseph McFarland and Barbara Webster for ASCA, Sally Snyder and Robert Sortland for NACAC; Robert Sortland served as chairperson.

In producing this revised manual, the writing team decided to change the title slightly to avoid confusion and to change the original focus of the instrument from that of a primarily self-evaluative tool. This revision places greater emphasis on the professional development of counselors as individuals and the improvement of secondary school guidance/counseling departments. Therefore, we have titled this revision Professional Development Guidelines for Secondary School Counselors: A Self-Audit. Additionally, the writing team reorganized the material found in the previous edition into clearly defined sections that can be used separately. The team eliminated some material that was outdated and added material that is more appropriate for the 1980s. Undoubtedly further revisions will be necessary because secondary school counseling is a dynamic profession.

The current writing team gratefully acknowledges the 1978 writing team charged with the task of revising the original 1972 manual: Corinna diStefano and Carl Peets for ASCA, Henry Payne and Bonny Wallace for NACAC; Anna Bowditch of NACAC served as chairperson. The 1978 team, in producing its revision, stated that it ". . . was strongly committed to the idea that professional improvement should and can be accomplished primarily by self-evaluation, with additional support by one's own institution and colleagues; by one's professional colleagues from other institutions; and by professional workshops whose curricula might be based in whole or in part upon such an audit." We echo these sentiments and hope that our revision will accomplish the same purposes.

We are deeply indebted to Helen Pape, Acting Executive Director of NACAC; and James Whitledge, Ethics Chairperson of ASCA. Their vision, support, and remarkable patience made this revision possible. Dorothy Creed, a member of the NACAC staff and editor of this manual, did a tremendous job of pulling together the several drafts for us and editing the final product. We are also grateful to the many reviewers from both associations for their thoughtful suggestions and criticisms. We, however, accept full responsibility for the content.

Robert A. Sortland
Chairperson
NACAC-ASCA Revision Writing Team

USING THE PROFESSIONAL DEVELOPMENT GUIDELINES

Objectives and Basic Directions

Basic Assumptions:

The Professional Development Guidelines is based upon the assumption that there are broad professional principles of good practice, management, and conduct that can be followed by guidance departments and counselors. It is further assumed that professional counselors are intrinsically motivated to improve their skills and knowledge.

General Use:

The Guidelines can be used to indicate areas of strength and weakness in guidance/counseling departments and in individuals. When used regularly and conscientiously, it is also an excellent tool for fostering a professional approach to counseling.

External Use:

The audit report, made possible by the answers given to carefully prepared questions, can be used for applications beyond the guidance office. The basis for evaluation used in an accreditation visit is a series of questions asked by a visiting consultant explicitly or implicitly. It is that process by which policies, procedures, practices, and personnel needs are examined and checked authoritatively. For example, a clear and accurate description of students' individual needs and abilities can benefit faculty and administration as well as establish institutional objectives. Such an evaluation also aids the guidance staff or counselor in determining the extent to which institutional and departmental objectives are being accomplished and students' needs met. Guidance/counseling departments are rarely examined by, nor do they often have access to, outside consultants between accreditation visits. Thus, regular use of this manual can provide a continual record of preparation and updating when accreditation time comes.

Internal Use:

The Guidelines can be invaluable in preparing up-to-date internal institutional or guidance office assessments. Most individuals entering the counseling profession have had formal educational preparation for their responsibilities. The Guidelines serves as a less formal instrument for periodic self-evaluation within the guidance office. The Guidelines also can be an aid for inservice workshop sessions and counselor self-appraisal. Regular participation in preservice and inservice professional development experiences, conducting self-evaluations, and building on the resulting self-learning and follow-through produce well prepared, alert, professional guidance personnel in every kind of secondary school.

How to Use This Manual:

What follows in this manual is a series of questions encompassing the basic responsibilities and functions of both guidance offices and individual counselors. The Guidelines enables every guidance office to become its own consultant by conducting a self-evaluation based upon questions that might be asked by an evaluation team of experienced guidance personnel. Use of the Guidelines in workshop discussions permits the counselor or guidance/counseling department to conduct a self-evaluation in a larger perspective than if done in isolation.

This manual is divided into six separate but interrelated sections. Sections I and II are designed for department self-evaluation; Sections III through VI are designed primarily for individual counselor self-evaluation, but many of their basic principles and questions may be appropriate for evaluating the guidance/counseling program as well. Thus, the word you as used throughout these sections may refer to either an individual counselor or to the department. Each section may be used individually, or the manual may be used as a whole. Included in each section are basic principles and specific questions that provide an opportunity to appraise the counseling process. There is also space for summarizing areas that need strengthening and outlining plans for implementing change. Resources (books, pamphlets, agencies) that can be used for individual reference or inservice workshops are found at the end of this manual.

Finally, it is important to remember that the Guidelines is a self-appraisal instrument; it is not a test. For this reason, the basic principles do not supply definitive answers to their accompanying questions. Instead, they provide a "reason why" for the questions and a direction for further study, when needed. Some of the questions may not be applicable to every guidance office or counselor because of differing individual job descriptions or school district policies and resources. An attempt has been made to frame questions in logical sequence so that even the inexperienced counselor can ascertain as objectively as possible the scope and characteristics of his/her institution's guidance and counseling policies, procedures, and practices and the degree to which they are being implemented.

Note: The following abbreviations are used throughout this manual:

AACD	American Association for Counseling and Development
ACT	American College Testing
AFT	American Federation of Teachers
ASCA	American School Counselor Association
CEEB	College Entrance Examination Board
FAF	Financial Aid Form
FFS	Family Financial Statement
NACAC	National Association of College Admission Counselors

NBCC	National Board of Certified Counselors
NCC	Nationally Certified Counselor
NEA	National Education Association
SAT	Scholastic Aptitude Test

Section I

PHILOSOPHY, OBJECTIVES AND POLICIES OF THE GUIDANCE/COUNSELING DEPARTMENT

A. Philosophy

BASIC PRINCIPLES:

1. A written statement of philosophy of the guidance/counseling department must be in harmony with that of the school and provide a clear mission for the guidance/counseling program.

2. The philosophy of the guidance/counseling department should be formulated, reviewed, and revised by all involved in, or affected by, the guidance/counseling program.

3. The philosophy of the guidance/counseling department must recognize individual differences and encourage students to develop their potentials to the fullest.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Does the philosophy clearly define the role of the guidance/counseling department in the school?	___	___	___
2. Is the philosophy of the guidance/counseling department compatible or consistent with that of the school?	___	___	___
3. Does the philosophy provide a framework by which each student may have opportunity to develop his/her potential to the fullest?	___	___	___
4. Do all parties affected, (counselors, staff, parents, students) have a voice in the formulation, review, or revision of the philosophy?	___	___	___
5. Is there a periodic review of the philosophy to determine whether it is still relevant?	___	___	___
6. Do those served by the department have a good understanding of the department's philosophy?	___	___	___
7. Has the philosophy been officially approved by the school's governing board or administration?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

B. Objectives

BASIC PRINCIPLES:

1. To implement the philosophy of the guidance/counseling department, objectives should be realistic, specific, and measurable.

2. Objectives should be reviewed annually.

3. Objectives must be developmental in scope and address questions of individual dignity and worth and the needs of students.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Are the objectives of the guidance/ counseling department clearly defined and stated in writing?	___	___	___
2. Are the objectives attainable for counselors?	___	___	___
3. Do the objectives recognize and make provision for individual differences of students?	___	___	___
4. Are the objectives reviewed annually and updated systematically according to the needs of students?	___	___	___
5. Are the objectives in harmony with the philosophy of the department?	___	___	___
6. Are the objectives measurable in terms of student behavior/competencies?	___	___	___
7. Do the objectives include seeking causes of problems?	___	___	___
8. Do the objectives include treating remedial situations?	___	___	___
9. Do the objectives include preventative measures?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

C. Policies

BASIC PRINCIPLES:

1. A statement of guidance/counseling department policies should be published and distributed.

2. Policies should be related to and should reflect the philosophy and objectives of the department in accordance with local, state, and federal regulations.

3. Policies must protect the individual's human and civil rights, especially the right to privacy.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Are all policies of the guidance/counseling department clearly defined?	___	___	___
2. Are all policies published and available to members of the school and community?	___	___	___
3. Is there a general policy for the confidentiality and dissemination of student information?	___	___	___
4. Is there a substance abuse policy formulated by the school's governing board or administration in consultation with the guidance/counseling department?	___	___	___
5. Is there a policy for job and college recommendations?	___	___	___
6. Is the faculty informed of what happens to student information given by them to the counselor?	___	___	___
7. Is the student informed of what happens to the information given by him/her to the counselor?	___	___	___
8. Are the parents aware of information collected and disseminated about their child?	___	___	___
9. Is there a clear-cut departmental or school policy regarding the role of the counselor in disciplinary situations?	___	___	___
10. Do written policies provide procedures for referrals?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

Section II

ROLE AND FUNCTION OF THE GUIDANCE/COUNSELING DEPARTMENT IN THE SCHOOL

BASIC PRINCIPLE 1.

The guidance/counseling program should be an integral part of the school curriculum.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Is the guidance/counseling program organized to be an integral part of the school program?	___	___	___
2. Does the department publish a guidance/ counseling program calendar?	___	___	___
3. Do counselors serve on curriculum committees?	___	___	___
4. Do counselors confer with administration and faculty about curriculum offerings to meet the abilities, needs, and interests of the students?	___	___	___
5. Do counselors recommend curricular changes to the administration and faculty that would better serve the educational needs of students?	___	___	___
6. Do counselors provide academic information to teachers about individual student strengths and weaknesses?	___	___	___
7. Do counselors make recommendations based on test results to teachers to aid them in their work with students?	___	___	___
8. Do counselors use teachers as referral sources for students with academic difficulty?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

BASIC PRINCIPLE 2.

The guidance/counseling department should take the lead in fostering effective communication in the school community.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Do counselors keep open lines of communication with faculty, support staff, administration, and students?	___	___	___
2. Do counselors help students, support staff, faculty, and administration communicate clearly their needs and feelings?	___	___	___
3. Do counselors foster an atmosphere of openness, sensitivity and responsiveness within the school community?	___	___	___
4. Do counselors encourage regular communication between faculty and parents?	___	___	___
5. Has the department developed a strong public relations program to communicate clearly and regularly with the community beyond the school?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

BASIC PRINCIPLE 3.

The guidance/counseling department program should be considered a cooperative effort involving administrators, faculty, counselors, and staff.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Are guidance programs considered a cooperative effort shared by administrators, faculty, counselors, and all staff members?	___	___	___
2. Do counselors meet regularly with administrators to share information and to coordinate school and guidance/counseling programs?	___	___	___
3. Do counselors protect the best interests of students within the educational program?	___	___	___
4. Is the guidance/counseling department represented on various school committees (e.g., Child Study Team, Special Education Review Committee)?	___	___	___
5. Do counselors coordinate their efforts with other pupil personnel offices or staff?	___	___	___
6. Do counselors have any input in screening or hiring applicants for counseling positions?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

BASIC PRINCIPLE 4.

It is essential that the guidance/counseling department communicate its philosophy and objectives to the administration. The administration has the responsibility to make clear to support staff, parents, faculty, and students the importance of the program and its place in the total education program.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Do counselors communicate the philosophy and objectives of the department to the administration?	___	___	___
2. Do administrators explain to the parents, faculty, students, and staff the role and function of the guidance department?	___	___	___
3. Does a counselor serve as director of the guidance/counseling department or as liaison to the administration?	___	___	___
4. Are counselors freed from disciplinary or administrative duties that might interfere with good relations with students?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

BASIC PRINCIPLE 5.

Essential to an effective guidance/counseling program is a prescribed number of professional counselors, adequate facilities and equipment, sufficient secretarial help, and an itemized budget.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Are there enough counselors to implement the guidance/counseling program for the school population?	___	___	___
2. Is there adequate secretarial and clerical help to ensure a smooth-running program?	___	___	___
3. Do the secretaries have only guidance/ counseling program duties?	___	___	___
4. Is there an adequate, itemized budget to implement the guidance program?	___	___	___
5. Do counselors help with the formulation of the budget?	___	___	___
6. Does the guidance department budget provide for:			
a. professional growth and membership in local, regional, state, and national organizations?	___	___	___
b. audio visual equipment, professional books, journals, periodicals, non-print media (tapes, videos, films, etc.)?	___	___	___
c. office supplies, duplicating equipment, postage, printing, and stationery?	___	___	___
7. Is the budget available so that all counselors are knowledgeable about the monies available?	___	___	___
8. Are facilities, equipment, and computers up-to-date and capable of meeting the needs of the guidance/counseling program?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

Section III

ROLE AND FUNCTION OF THE SCHOOL COUNSELOR

A. General Role and Function

BASIC PRINCIPLES:

1. The basic role and function of the counselor is to implement the philosophy and objectives of the guidance/counseling department.

2. A fundamental objective of the counselor should be the recognition of each person's worth as a unique individual in a complex, rapidly changing society.

3. The counselor should be committed to helping individuals:

   - understand themselves
   - understand their rights and their freedom to choose
   - understand their alternatives and the possible consequences of their decisions
   - make decisions
   - take responsibility for their decisions.

4. Special effort should be made to help individuals become self-directed and sensitive to the needs of an interdependent community.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Do you take an active role in formulating the philosophy, policies, and objectives of the guidance/counseling department?	___	___	___
2. Do you suggest changes in school policy that enhance implementation of the counseling program?	___	___	___
3. Are you a team player within the guidance/counseling department, working to implement its philosophy and objectives?	___	___	___
4. Are you committed to the idea that each person has worth as a unique individual?	___	___	___
5. Are you willing to take on difficult as well as routine cases?	___	___	___

	Yes	Not Applicable	Needs Change
6. Do you regularly help individuals			
a. understand themselves?	___	___	___
b. understand their rights and freedom to choose?	___	___	___
c. understand their alternatives and the possible consequences of their decisions?	___	___	___
d. make decisions?	___	___	___
e. take responsibility for their decisions and their actions?	___	___	___
f. become self-directed?	___	___	___
g. become more sensitive to the needs of their community?	___	___	___
7. Are you an effective, caring counselor?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

B. Personal Counseling

BASIC PRINCIPLE:

Counselors should help individuals understand and accept themselves and enable them to develop and express an awareness of their own feelings, needs, values, and ideas.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Do you strive to help students deal with educational, personal, and social problems that may be inhibiting their abilities to learn, to achieve self-understanding, and to grow as individuals?	___	___	___
2. Do you help students improve their personal and social awareness and their relationships with others?	___	___	___
3. Are you effective in counseling students with:			
a. academic problems?	___	___	___
b. disciplinary problems?	___	___	___
c. attendance problems?	___	___	___
d. family problems?	___	___	___
e. social problems?	___	___	___
f. emotional problems?	___	___	___
g. substance abuse?	___	___	___
4. Do you work directly with <u>parents</u> when necessary to help students solve their problems?	___	___	___
5. Do you work directly with <u>faculty members</u> when necessary to help students solve their problems?	___	___	___
6. Are you effective in counseling students who don't have specific or apparent problems?	___	___	___
7. Do you conduct group counseling sessions with <u>students</u>?	___	___	___

	Yes	Not Applicable	Needs Change
8. Do you conduct group counseling sessions with parents?	___	___	___
9. Do you make yourself available, if requested, to faculty for appropriate personal counseling?	___	___	___
10. Do your actions and attitudes foster relationships of trust and confidence with students, faculty, administration, and parents?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

C. Career Guidance and Counseling

BASIC PRINCIPLE:

Counselors should provide information about the world of work to help students develop:

- an awareness and appreciation of work
- a motivation to work for self-fulfillment
- a knowledge of the range of career opportunities available upon completion of various educational and vocational training programs
- positive work habits.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Does your school system have a program that integrates career education into the curriculum at each grade level and in each subject matter area?	___	___	___
2. Is there a districtwide steering committee for your career education program which is representative of various interest groups within and outside the school?	___	___	___
3. Is there total commitment to your career education program by all persons and groups concerned?	___	___	___
4. Are the goals of your career education program clearly defined in writing?	___	___	___
5. Do you know the curriculum well enough to be able to relate it to career topics/areas?	___	___	___
6. Do you assist teachers in relating subject matter to career information?	___	___	___
7. If your school system does not have a comprehensive career education program, is there a long-range plan for developing one?	___	___	___
8. If there is a plan, does it include a calendar for implementation, an organizational chart with specific assignments of responsibilities, and an inservice training program?	___	___	___

		Yes	Not Applicable	Needs Change
9.	Do you assist students with:			
	a. career planning?	___	___	___
	b. career placement?	___	___	___
10.	Do you encourage and help students to establish objectives for achieving realistic educational and career goals?	___	___	___
11.	Do you help students relate their abilities, aptitudes, and interests to current and future educational and occupational choices?	___	___	___
12.	Do you regularly use an established battery of tests and inventories to help students discover possible career options?	___	___	___
13.	Do you provide students with information about employment centers and procedures for obtaining employment after high school?	___	___	___
14.	Do you conduct group sessions for career planning with students?	___	___	___
15.	Do you conduct group sessions for career planning with parents?	___	___	___
16.	Do you meet personally with students to discuss career options?	___	___	___
17.	Do you meet personally with parents to discuss career options for their children?	___	___	___
18.	Do you provide resources that enable parents to work more effectively with their children?	___	___	___
19.	Do you help plan or coordinate Career Days/Programs in your school?	___	___	___
20.	Do you help plan or coordinate student visits to businesses or industries?	___	___	___
21.	Do you collect up-to-date career information and distribute it to students?	___	___	___

	Yes	Not Applicable	Needs Change
22. Do you attend workshops or conferences on career counseling?	___	___	___
23. Do you conduct research or keep abreast of local and national occupational trends?	___	___	___
24. Do you schedule prospective employers to come to school to interview students?	___	___	___
25. Do you maintain contacts and confer with prospective employers in your community?	___	___	___
26. Do you furnish complete academic transcripts and personal evaluations of students to prospective employers when requested by students or parents?	___	___	___
27. Do you discuss with students and parents possible information that may be used in evaluations you write to prospective employers?	___	___	___
28. Do you understand legal requirements regarding confidentiality when submitting information to prospective employers?	___	___	___
29. Are your students given the opportunity for good career development guidance and counseling?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

D. College and Financial Aid Guidance and Counseling

BASIC PRINCIPLE:

Counselors should provide information concerning the wide range of postsecondary educational opportunities available, including entrance requirements, scholarships, financial aids, curricular offerings, costs, and related information. Through a systematic approach, counselors should help students and their families evaluate such information and make considered decisions.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Does your school have a comprehensive college/financial aid guidance and counseling program?	___	___	___
2. Are certain counselors in your school designated as college specialists or consultants on a permanent basis?	___	___	___
3. Are all counselors supportive of the college counseling program even if they are not directly involved?	___	___	___
4. Is a significant amount of your time spent in college counseling?	___	___	___
5. Do you encourage and help students to establish objectives for achieving realistic postsecondary educational and career goals?	___	___	___
6. Are registration materials for college entrance tests (SAT, ACT, etc.) available to students in your school?	___	___	___
7. Are financial aid forms (FAF, FFS) available to parents and students in your school?	___	___	___
8. Do you explain, at appropriate times, which tests and forms are required for college applications and financial aid?	___	___	___
9. Do you conduct group college information sessions with students?	___	___	___
10. Do you conduct group college and financial aid information sessions with parents before the senior year?	___	___	___

		Yes	Not Applicable	Needs Change
11.	Do you meet personally with each college-bound student to assist in the selection of appropriate colleges to which to apply for admission?	___	___	___
12.	Are you available to answer questions that students may have as they prepare college applications and personal essays or arrange college interviews?	___	___	___
13.	Do you personally meet with parents of college-bound students?	___	___	___
14.	Do you plan or coordinate College Nights at your school?	___	___	___
15.	Do you encourage and schedule college representatives to visit your school on a regular basis?	___	___	___
16.	Are students excused from classes to attend college information sessions (national and local College Fairs, school visits by college representatives, etc.)?	___	___	___
17.	Do you encourage college campus visits by your students?	___	___	___
18.	Are students excused from school to visit college campuses?	___	___	___
19.	Do you maintain contacts and confer regularly with college admission officers?	___	___	___
20.	Do you personally and regularly visit college campuses and admission offices?	___	___	___
21.	Do you attend local, state, regional, and/or national conferences and workshops to stay current with admission practices, financial aid policies, and counseling techniques?	___	___	___
22.	Do you maintain in your office or in the library a College Resource Center with a good range of up-to-date college information (guidebooks, catalogues, viewbooks, scholarships, specialized programs, etc.)?	___	___	___
23.	Does your department publish a college handbook for students and parents?	___	___	___

	Yes	Not Applicable	Needs Change
24. Do you furnish complete and easily understood academic transcripts to colleges when requested by students or parents?	___	___	___
25. Do you prepare an annual profile of your school and class to accompany transcripts?	___	___	___
26. Do you furnish the class rank of students or provide extensive grade distribution information to colleges?	___	___	___
27. Do you write complete, honest recommendations/evaluations for students when requested by colleges?	___	___	___
28. Do you plan or coordinate inservice workshops for your faculty to assist them in writing recommendations/ evaluations to colleges?	___	___	___
29. Do you discuss with students and parents possible information to be used in recommendations/evaluations you write to colleges?	___	___	___
30. Do you understand and comply with legal requirements regarding confidentiality when submitting information to college admission offices?	___	___	___
31. When dealing with confidential information, do you assume the obligation of protecting and promoting the welfare of the student?	___	___	___
32. Do you adhere to an established code of ethics (as published by NACAC, ASCA, or other professional organizations) in college counseling?	___	___	___
33. Are your students given the opportunity to receive good college guidance and counseling?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

E. Ancillary Services

BASIC PRINCIPLE:

Counselors may perform many other activities that relate to the counseling program and support the total school program. Such activities may include:

- registration and withdrawal of students
- maintenance of student records
- orientation
- public relations programs
- summer program opportunities
- job placement
- course selection and scheduling
- writing recommendations
- publications
- others _____
  _____
  _____

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Do you counsel former students (alumni, transfers, dropouts, returning veterans, etc.)?	___	___	___
2. Are you available at times convenient for working students, transfers, and alumni?			
3. Do you furnish complete academic transcripts and personal evaluations to colleges and prospective employers when requested by former students?	___	___	___
4. Do you counsel students regarding their rights and responsibilities with respect to military service?	___	___	___
5. Do you help plan or coordinate an orientation program to assist students entering your school?	___	___	___
6. Do you register and help students choose classes best suited to their goals, aptitudes, abilities, and interests while allowing as many options as possible?	___	___	___

	Yes	Not Applicable	Needs Change
7. Do you encourage and help students to establish objectives for achieving realistic educational and career goals?	___	___	___
8. Do you coordinate or supervise the accumulation of student information by:			
a. maintaining accurate, up-to-date academic records?	___	___	___
b. filing written reports on conferences with students, parents, and teachers?	___	___	___
c. recording standardized test scores in permanent files?	___	___	___
d. gathering information on personal data forms?			
e. requesting student description forms, anecdotal records, rating scales, or inventories from faculty?	___	___	___
f. collecting and organizing confidential student data files?	___	___	___
9. Do you collect, maintain, and disseminate up-to-date information and files on:			
a. school curricular offerings?	___	___	___
b. specific course descriptions?	___	___	___
c. extracurricular programs?	___	___	___
d. summer educational programs?	___	___	___
e. part-time work opportunities?	___	___	___
f. summer work opportunities?	___	___	___
g. foreign travel and study opportunities?	___	___	___
h. community volunteer service opportunities?	___	___	___
10. Do you write or assist in publishing a guidance newsletter to parents?	___	___	___

	Yes	Not Applicable	Needs Change
11. Do you prepare or assist in publishing a guidance handbook for distribution to parents or students?	___	___	___
12. Do you participate in developing other public relations activities for the guidance department?	___	___	___
13. Do you check eligibility for graduation and compile lists of graduates?	___	___	___
14. Have you developed a peer counseling/ tutoring system for students?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

F. Testing

BASIC PRINCIPLE:

Counselors should participate in devising a testing program that helps students identify their abilities, achievements, and interests. Important functions of the counselor are interpreting test results to parents, faculty, and students; relating the results to the curricular strengths and weaknesses of the school; and planning and implementing any changes.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Does your school system have a sequential testing program suitable to the needs of your students?	___	___	___
2. Are you, or have you been, personally involved in developing a school-wide sequential testing program that provides timely, reliable, effective, and useful data?	___	___	___
3. Does the school or guidance department publish a document that describes:			
a. the tests given and at what level?	___	___	___
b. the objectives that each test is designed to meet in your school?	___	___	___
c. the norms used?	___	___	___
d. how each test contributes to the guidance program and services offered to students?	___	___	___
4. Does the testing program include tests to appraise:			
a. intelligence?	___	___	___
b. aptitude?	___	___	___
c. achievement?	___	___	___
d. skill level?	___	___	___
e. interests?	___	___	___
f. other information?	___	___	___

	Yes	Not Applicable	Needs Change
5. Do you prepare profiles of test results and develop school norms?	___	___	___
6. Do you attempt to correlate test results with school objectives?	___	___	___
7. Do you interpret test results to:			
a. students?	___	___	___
b. parents?	___	___	___
c. faculty/administration?	___	___	___
8. Do you make recommendations to teachers based on test results to aid them in working with students?	___	___	___
9. Do you use tests to help identify and encourage gifted, exceptional, and special-need students in order to recommend programs for them?	___	___	___
10. Do you administer individual tests to students when needed?	___	___	___
11. Do you conduct studies on relationship of ability to achievement and follow up with appropriate action?	___	___	___
12. In the testing program (or for specific tests), are you responsible for:			
a. ordering tests?	___	___	___
b. scheduling tests?	___	___	___
c. arranging for proctors?	___	___	___
d. recording test results in permanent files?	___	___	___
e. distributing test results to appropriate people?	___	___	___
13. Do you respect the confidentiality of students when distributing or discussing test results?	___	___	___
14. Is the testing program adequate to meet the needs of students, the guidance department, and the school?	___	___	___

	Yes	Not Applicable	Needs Change
15. Are your testing facilities adequate to meet the needs of students?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

G. Working in a Consulting Capacity

BASIC PRINCIPLE:

Counselors should foster cooperation and teamwork among teachers, administrators, and other specialists both within and outside the school in order to reduce problems and help individuals achieve their goals.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Do you conduct inservice discussions or information sessions with the faculty?	___	___	___
2. Do you assist teachers in securing and interpreting information on students?	___	___	___
3. Do you make recommendations to teachers to assist them in working with individual students or groups of students?	___	___	___
4. Do you assist teachers in relating their subject matter to career information?	___	___	___
5. Do you arrange parental conferences with teachers and administrators when needed?	___	___	___
6. Do you consult with department heads and the administration regarding curriculum offerings to meet the abilities, needs, and interests of students?	___	___	___
7. Do you recommend programs for students with special needs?	___	___	___
8. Do you serve on the school curriculum committee?	___	___	___
9. Do you serve on school committees that deal with discipline, substance abuse, sex education, educational atmosphere, or ethos?	___	___	___
10. Have you developed an effective student referral system for teachers?	___	___	___
11. Do you interpret student information to students, parents, faculty, administrators, and others professionally concerned?	___	___	___
12. Are you available, if requested, to consult with faculty who are experiencing personal or professional problems?	___	___	___

	Yes	Not Applicable	Needs Change
13. Do you regularly consult with other specialists within or outside the school (e.g., social worker, psychologist)?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

H. Referrals

BASIC PRINCIPLE:

Counselors should maintain close professional contact with referral agencies (e.g., substance abuse specialists, social workers, mental health specialists, juvenile courts, clergy, health specialists). Identification of school and community resources and the establishment of policies and procedures for their use are imperative if the school is to meet the many and varied needs of students.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Have you developed and published a list of community resources, referral agencies, and hot lines that is easily available to students and parents?	___	___	___
2. Have you established clear policies and procedures in your school for making referrals?	___	___	___
3. Do you identify and assist students who need specialized help by making necessary referrals to resource people, specialists, and agencies outside school?	___	___	___
4. Do you assist parents of students who need specialized help to make effective use of resource people, specialists, and agencies outside school?	___	___	___
5. Do you maintain contacts and work directly with resource people, specialists, and agencies outside school?	___	___	___
6. Do you recognize your own limitations when working with students and make appropriate referrals?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

I. Accountability

BASIC PRINCIPLE:

Counselors should conduct continuous, systematic evaluations to determine the degree to which the guidance/counseling program and counselors meet their objectives.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Do you regularly measure your effectiveness as a counselor?	___	___	___
2. Do you regularly evaluate the effectiveness of your guidance/counseling program and services against your department's stated objectives?	___	___	___
3. Have you developed evaluation instruments that elicit input from students, parents, faculty, and others with whom you work?	___	___	___
4. Do you have procedures for an annual evaluation to strengthen the guidance program that include:			
a. annual written objectives and goals for yourself and the department?	___	___	___
b. periodic reviews to measure your performance and that of the department in terms of the stated goals?	___	___	___
5. Are you and the department evaluated regularly by the administration or the School Board, Board of Trustees, or Governing Board?	___	___	___
6. If such an evaluation takes place, is it fairly administered with a mutually established set of criteria?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

14

J. Identifying Trends and Issues

BASIC PRINCIPLE:

Counselors should be aware of trends within the school, the community, and society and function as change agents to help individuals cope with the present and prepare for the future.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Do you or the department prepare an annual report that identifies trends and issues in your school, community, or the nation that have an impact on students?	___	___	___
2. Do you conduct research to determine changes in characteristics of your school population?	___	___	___
3. If you prepare an annual report, do you distribute it to:			
a. the School Board, Board of Trustees, or Governing Board?	___	___	___
b. administrators?	___	___	___
c. faculty?	___	___	___
d. parents?	___	___	___
e. the community at large?	___	___	___
4. Do you conduct follow-up studies on students who have:			
a. matriculated to colleges?	___	___	___
b. entered business or industry?	___	___	___
c. taken a year off from school to travel or to work?	___	___	___
d. entered the armed services?	___	___	___
5. Do you regularly attend conferences to keep abreast of local, regional, and national trends and issues affecting students, families, schools, community life, colleges, business and industry, etc.?	___	___	___

	Yes	Not Applicable	Needs Change
6. Do you see yourself as an agent of change within your school, your community, or your profession?	___	___	___
7. Do others see you as an agent of change within your school, your community, or your profession?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

Section IV

SPECIALIZED POPULATIONS IN COUNSELING

BASIC PRINCIPLE 1.

All students are entitled to an equal educational opportunity.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Does your school system allow a student to progress at his/her own rate?	___	___	___
2. Is your counseling geared toward meeting individual differences and problems of students in a personalized manner?	___	___	___
3. Does your guidance/counseling program help students understand and appreciate individual differences in people?	___	___	___
4. Do you attempt to work effectively with students and adults regardless of their socio-economic level, race, religious background, sexual orientation, or political affiliation, handling each one as a unique individual?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

BASIC PRINCIPLE 2.

Counseling minority students requires special attention because of documented historical evidence of racial, ethnic, and cultural discrimination and unequal educational opportunity.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Does the professional counseling staff reflect a numerical representation of minorities in your school?	___	___	___
2. Do you or the guidance/counseling program contribute to and foster a positive self-image and self-concept on the part of minority students?	___	___	___
3. Are you or the guidance/counseling program free from stereotypes regarding the aspirations of minority students?	___	___	___
4. Does your school help the guidance/counseling program adhere to and reflect the principle of racial desegregation?	___	___	___
5. Do you or the guidance/counseling program reach out to Asian-Americans, blacks, Hispanics, and Native American students to assure that they are given equal educational opportunity?	___	___	___
6. Do you or the guidance/counseling program encourage minority students to pursue goals that enable them to reach their full potential?	___	___	___
7. Do you or the guidance/counseling program provide support services to help minority students pursue higher goals when they encounter temporary setbacks?	___	___	___
8. Does your guidance/counseling program allow for a free range of vocational and college-oriented choice of programs for minority students?	___	___	___
9. If there is a disproportionate number of minority students in the lower ability groups, is your school addressing this issue?	___	___	___
10. Do you attempt to make the testing procedure and policy equitable for minority students?	___	___	___

	Yes	Not Applicable	Needs Change
11. Does your guidance/counseling program provide sufficient follow-up on graduates to enable more effective counseling of minority students?	___	___	___
12. Are you or the professional counseling staff knowledgeable about college financial aid specifically related to minority students, and is that information provided to the minority population?	___	___	___
13. Does your guidance/counseling program have specifically designed procedures to encourage parental involvement of minority students in your program?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

BASIC PRINCIPLE 3.

Counselors must be prepared to counsel equitably students with specialized concerns, such as learning, physical, or emotional disabilities; health problems; sex equity; sexuality; substance abuse; discipline; suicide; child abuse; migrant, transient, or refugee family integration; single-parent and combined-family relationships; athletics; gifted and talented needs; and academic difficulties.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Are you fully aware of the community resources and specialists available for referral purposes?	___	___	___
2. Do you endeavor to work within the framework of your own expertise when counseling students with specialized problems?	___	___	___
3. Do you serve as liaison with resource people, specialists, and outside agencies?	___	___	___
4. In making referrals, do you:			
a. identify students whose needs indicate assistance from outside sources?	___	___	___
b. assist parents of students needing special services to be aware of and accept the referral?	___	___	___
c. make the necessary referrals?	___	___	___
d. work out a system of referral procedures?	___	___	___
e. develop, maintain, and make available a list of referral agencies?	___	___	___
5. Do you provide the special services and postsecondary information necessary for:			
a. the learning disabled student?	___	___	___
b. the physically disabled student?	___	___	___
c. the emotionally disabled student?	___	___	___
6. Do you work closely with the school nurse to be able to provide adequate counseling for those students with health problems?	___	___	___

	Yes	Not Applicable	Needs Change
7. Does your school have a procedure for notifying faculty and staff, when necessary, about students with serious health problems?	___	___	___
8. Do you work diligently to assure sex equity in student course selection, college and career guidance, etc.?	___	___	___
9. Do you seek to help young people develop an awareness and understanding of their own sexuality, including the responsibilities of teenage parenthood?	___	___	___
10. Are you trained to help those trapped in substance abuse patterns?	___	___	___
11. Are you aware of and willing to work with those students experiencing disciplinary problems?	___	___	___
12. Are you knowledgeable about the warning signs of possible adolescent suicide?	___	___	___
13. Do you readily refer someone whose suicidal tendencies may be beyond your training and expertise?	___	___	___
14. For students who are victims of physical, emotional, or sexual abuse:			
a. do you know and follow the law regarding abuse, both physical and sexual?	___	___	___
b. do you maintain the openness with students necessary to assure their reporting such abuse to you?	___	___	___
c. do you recognize the signs commonly attributed to physical, emotional, or sexual abuse of children?	___	___	___
15. Does your school have written policies or guidelines concerning potential teenage suicide, teen pregnancy, child abuse and neglect, sexual abuse and neglect, runaways, etc.?	___	___	___
16. Are you sensitive to the needs of students whose families are migrants?	___	___	___

	Yes	Not Applicable	Needs Change
17. Do you help students from single-parent or combined families to handle problems unique to their living situation?	___	___	___
18. For student athletes:			
a. do you strive to help athletes recognize the primary importance of academic education?	___	___	___
b. do you forcefully maintain the right of athletes not to be exploited?	___	___	___
c. do you help athletes carefully consider the options before them?	___	___	___
19. For the gifted/talented students:			
a. do you help identify students who are gifted and talented?	___	___	___
b. do you strive to institute programs and courses designed for them?	___	___	___
20. For students with academic problems:			
a. do you make yourself aware of students experiencing difficulties with academics by conferring with teachers to ascertain student needs and progress?	___	___	___
b. do you arrange for extra help when needed?	___	___	___
c. do you aid students in developing better study skills?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

PROFESSIONALISM--THE SCHOOL COUNSELOR

BASIC PRINCIPLE 1.

School counseling is a profession with educational standards and requiring advanced professional training. Training presumes coursework in education, humanities, behavioral sciences, research methods, and statistics. It is assumed counselors will have developed skills in communication, group dynamics, decision making, problem solving, stress management, individual counseling techniques, etc.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Indicate your educational status:			
a. bachelor's degree	___	___	___
b. master's degree	___	___	___
c. sixth year program (Ed.S.--Education Specialist)	___	___	___
d. doctorate	___	___	___
2. Indicate approximate counseling certification status:			
a. none	___	___	___
b. working toward provisional	___	___	___
c. provisional	___	___	___
d. working toward permanent	___	___	___
e. permanent	___	___	___
3. Indicate approximate teaching certification status if required in your state:			
a. none	___	___	___
b. working toward provisional	___	___	___
c. provisional	___	___	___
d. working toward permanent	___	___	___
e. permanent	___	___	___

	Yes	Not Applicable	Needs Change
4. Indicate status of teaching experience:			
a. none	___	___	___
b. 1-5 years	___	___	___
c. more than 5 years	___	___	___
5. Indicate status of school counseling experience:			
a. none	___	___	___
b. 1-5 years	___	___	___
c. more than 5 years	___	___	___
6. Indicate your professional academic training:			
a. principles of guidance	___	___	___
b. philosophic foundations of guidance	___	___	___
c. group methods in guidance	___	___	___
d. methods of measurement and appraisal	___	___	___
e. techniques of individual and group counseling	___	___	___
f. thorough background in behavioral sciences	___	___	___
g. courses in educational law	___	___	___
h. practicum or internship in counseling	___	___	___
i. courses in the art of communication	___	___	___
j. ethical and professional issues	___	___	___
k. courses in career education	___	___	___
l. other _____	___	___	___
_____	___	___	___
_____	___	___	___
7. Do you have the proper training to conduct group counseling sessions?	___	___	___

	Yes	Not Applicable	Needs Change
8. Are you personally and academically competent to perform your present role?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

BASIC PRINCIPLE 2.

Counselors should remain current in their field and strive for personal and professional growth. Professional advancement may be achieved through membership in various organizations, attendance at professional meetings and workshops, reading professional journals, writing articles, taking additional coursework, and achieving national certification with NBCC.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Are you currently a member of such national, regional, state, or local professional organizations as AACD, AFT, ASCA, NACAC, NEA, a state guidance or counseling association, and a local guidance association?	___	___	___
2. Do you take an active role in professional associations (e.g., hold office, do committee work, participate on panels, write articles?)	___	___	___
3. Do you subscribe to and regularly read professional journals?	___	___	___
4. Have you attended local, regional, or national professional meetings recently?	___	___	___
5. Have you attended any professional workshops recently?	___	___	___
6. Do you attend faculty meetings and inservice workshops regularly?	___	___	___
7. Do you prepare articles for school, community, or other publications?	___	___	___
8. Do you do research periodically that contributes to your professional and personal growth and helps you evaluate your professional effectiveness?	___	___	___
9. Have you taken additional coursework recently?	___	___	___
10. Are you a nationally certified counselor?	___	___	___
11. Have you recently examined your motivation for being a counselor?	___	___	___

	Yes	Not Applicable	Needs Change
12. Do you place the profession above self-enhancement?	___	___	___
13. Do you know your own counseling limitations?	___	___	___
14. Do you endeavor to work within the framework of your own limitations?	___	___	___
15. Are you aware of your prejudices?	___	___	___
16. Do your prejudices interfere with your counseling?	___	___	___
17. Are you attempting to eliminate your prejudices?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

BASIC PRINCIPLE 3.

Counselors should be familiar with the codes of ethics as set forth by such associations as AACD, AFT, ASCA, NACAC, and NEA.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Are you completely familiar with the codes of ethics formulated by one or more of the following professional associations: AACD, AFT, ASCA, NACAC, NEA?	___	___	___
2. Do you accept these codes as guidelines for your position?	___	___	___
3. If you disagree with the professional codes of ethics for counselors, are you working constructively toward changing them?	___	___	___
4. Do you expect ethical behavior from your associates?	___	___	___
5. When you see unprofessional or unethical practices within the profession, do you take action through appropriate channels to eliminate these practices?	___	___	___
6. Do your students have full understanding of the counselor/student/parent/faculty relationship?	___	___	___
7. Though you may show your own attitudes and values, do you refrain from imposing these on students?	___	___	___
8. Do you refrain from allowing personal concerns to interfere with the counseling relationship?	___	___	___
9. Do you strive to work effectively with students and adults regardless of their socio-economic level, race, religious background, sexual orientation, or political affiliation, handling each one as a unique individual?	___	___	___
10. Do you refuse to accept remuneration beyond contractual salary for counseling any student within your school?	___	___	___

	Yes	Not Applicable	Needs Change
11. Do you refuse to direct students into or promote counseling or educational programs that would result in remuneration to you?	___	___	___
12. Do you refuse to accept remuneration for counseling students outside your school during school hours?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

BASIC PRINCIPLE 4.

Counselors must handle all information pertaining to students in good faith, with discretion and, in accordance with federal, state, and local laws.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Do you act as an advocate within your school against any infringement upon the best interests of students?	___	___	___
2. Do you consider the integrity and welfare of students of utmost importance?	___	___	___
3. Is information about students kept confidential and handled professionally?	___	___	___
4. Are you knowledgeable about the "Family Educational Rights and Privacy Act," commonly known as the "Buckley Amendment"?	___	___	___
5. Do you provide annual notification to parents and eligible students of their rights under the law as required by Section 99.5 of the "Family Educational Rights and Privacy Act"?	___	___	___
6. Are you familiar with federal law about the change in status of a student's file when he/she becomes 18?	___	___	___
7. Are you knowledgeable about the laws of your state regarding confidentiality?	___	___	___
8. Are you familiar with the directives of your State Education Department concerning the release or misuse of pupil personnel information?	___	___	___
9. Are you familiar with the directives of your State Education Department concerning the parents' right to inspect their child's records?	___	___	___
10. Are you familiar with the legal definition of "good faith" when dealing with information of a confidential nature?	___	___	___
11. Are you generally knowledgeable about laws regarding libel, slander, and defamation of character?	___	___	___

	Yes	Not Applicable	Needs Change
12. Are you familiar with state laws regarding rights of custodial and noncustodial parents?	___	___	___
13. Do you treat sensitive oral and written information about students confidentially?	___	___	___
14. Do you exercise discretion and maintain good faith regarding entries made and records kept on students?	___	___	___
15. Do you take proper precautions with confidential information to make sure that unauthorized people do not see it?	___	___	___
16. Do you maintain private files separate from permanent files?	___	___	___
17. Are you professional and honest in writing letters of reference and evaluation to agencies and postsecondary institutions?	___	___	___
18. Do you use discretion in oral and written communication with staff, administration, agencies, postsecondary institutions, and community groups regarding students?	___	___	___
19. Do you always strive to protect the privacy of students?	___	___	___
20. When dealing with confidential information, do you assume the obligation of promoting the welfare of students?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

Section VI

PROFESSIONALISM—THE FIELD

BASIC PRINCIPLE 1.

Public knowledge of and familiarity with guidance/counseling programs, procedures, and services should be promoted by an imaginative and open public relations program.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Does your school community adequately understand the value and services of the guidance/counseling program?	___	___	___
2. Do you represent the guidance/counseling program by regularly attending faculty and other professional meetings?	___	___	___
3. Do you involve faculty, administration, parents, and students in developing the aims and undertakings of the guidance/counseling program?	___	___	___
4. Do you regularly prepare articles for school, community, or other publications?	___	___	___
5. Do you assist in preparing programs for local meetings, radio, TV, or other media?	___	___	___
6. Does your guidance/counseling program include periodic releases of information through your school and community publications?	___	___	___
7. Are you and members of your guidance/counseling team involved in community organizations?	___	___	___
8. Do you and members of your guidance/counseling team have a high profile in your school and community?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

BASIC PRINCIPLE 2.

Counselors, as professional individuals and as members of professional organizations, must be politically aware and active in helping to shape legislation that affects the consitituencies they serve.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Does your professional organization have a legislative presence in your state capitol and in Washington, DC?	___	___	___
2. Do you attempt to stay current with the changes in state and federal law that may have an impact on students?	___	___	___
3. Do you work through your professional organizations to improve the intent of laws benefiting students?	___	___	___
4. Do you work through your professional organizations to improve the services provided by various agencies (e.g., CEEB, ACT) for the benefit of students?	___	___	___
5. Are you personally active in establishing or changing legislation to enhance programs or guidelines that would benefit students (e.g., the counselor-counselee relationship regarding confidentiality, student financial aid, etc.)?	___	___	___
6. Do you take an active role in local campaigns to improve the financing of educational programs?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

BASIC PRINCIPLE 3.

Counselors as professionals should be paid commensurate with their specialized training, experience, and responsibilities. In order for this to happen, counselors must have a voice in contract negotiations.

QUESTIONS:	Yes	Not Applicable	Needs Change
1. Does your Board of Education or administration provide equitable pay?	___	___	___
2. Does your school have a published salary schedule?	___	___	___
3. Do you receive additional salary that takes into account your specialized training and responsibilities?	___	___	___
4. Does your school have a provision for merit pay?	___	___	___
5. Is there a climate of mutual trust, open communication, and cooperation in contract negotiations in your school?	___	___	___
6. Do you have laws in your state to govern contract negotiations?	___	___	___
7. Has a model for professional negotiations been designed by representatives of all groups affected?	___	___	___
8. Has your position in professional negotiations been clearly defined?	___	___	___
9. Does your community demonstrate that it values counseling, and education in general, by the dollars it allocates?	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

BIBLIOGRAPHY AND RESOURCES

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Note: Specific computer software information is not included.

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